

THE NEW * BLOOM'S TAXONOMY & FOREIGN LANGUAGE INSTRUCTION

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Level of Thinking	Key Question / Verb Examples	Examples of Meaningful & Communicative F.L. Activities
1. REMEMBER <i>(lowest level)</i> <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i>	Can the student recall or <u>remember</u> the information? arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state	*Answer questions that begin with who, what, when, where (where answer is explicitly given in story) *Match characters to actions / dialogue *Information gap questions * True-False, Either/Or statements *Match L2 vocabulary to English
2. UNDERSTAND <i>Constructing meaning from oral, written, and graphic messages.</i>	Can the student <u>explain</u> ideas or concepts? classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate	* Summarize a story in own words *Restate main idea of story in own words *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story * Translate text aloud to English
3. APPLY <i>Carrying out or using a procedure.</i>	Can the student <u>use</u> the information in a new way? apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use	*Act out novel commands *Rewrite a story from a different point of view (POV) * Act out a story * Draw a story
4. ANALYZE <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i>	Can the student <u>distinguish between</u> the different parts? analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test	*Answer <u>why</u> or <u>open-ended</u> questions (answer is indirectly stated or implied in a story) * Break down the main actions of the story * Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)
5. EVALUATE <i>Making judgments based on criteria and standards.</i>	Can the student <u>justify</u> a stand or decision? argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value	*Evaluate appropriate / inappropriate actions of characters *Compare cultures * Predict what will happen next *Make inferences
6. DESIGN <i>(highest level)</i> <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i>	Can the student <u>create</u> a new product or point of view? assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write	*Create and give novel commands * Write an original story * Compose a class story * Invent new details for a story *Generate / invent answers to hypothetical questions * Rewrite a story adding details &/or characters that were not in the original

* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.